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AUTHOR Choate, Joyce S.; Rakes, Thomas A.
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ABSTRACT

Part of a series focusing on the classroom needs of special students, this book supplements more comprehensive and theoretical treatments of reading instruction with practical classroom teaching strategies. The book is divided into four parts: (1) "Special Reading Needs of Special Learners," with chapters outlining categories of students, with a variety of special needs, and offering general guidelines for designing corrective programs for each group; (2) "Reading Readiness Needs," with chapters on language readiness, visual readiness, auditory readiness, and motor readiness; (3) "Word Recognition Needs," with chapters on sight vocabulary, phonics, and structural analysis; and (4) "Reading Comprehension Needs," with chapters on word meanings, contextual usage, general comprehension, specific comprehension skills, and content reading. Each part begins with an overview and concludes with suggestions for reflecting on its content. Each chapter contains a diagnostic section and a prescriptive teaching section. (MM)

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